DOCUMENT RESUME

ED 103 641 CE 003 240

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TITLE	DWI [Driving While Intoxicated] Law Enforcement Training Project: Course Guide.
INSTITUTION	Michigan State Univ., East Lansing. Highway Traffic Safety Center.
SPONS AGENCY	National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO	DOT-HS-801221
PUB DATE	Aug 74
NOTE	76p.; For Student Manual, see CE 003 144; For Instructor's Manual see CE 003 517; Course materials also include packets of Instructional Aids and Evaluation Materials
AVAILABLE FROM	Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (Stock Number 5003-00191, $1.45)
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Administrator Guides; Alcohol Education; Course Objectives; Course Organization; Curriculum Development; Curriculum Guides; *Drinking; *Law Enforcement; Police; *Program Design; *Program Development; *Program Guides; Program Planning; Resource Materials
IDENTIFIERS	*Police Training

ABSTRACT

The course guide has been designed as the basic planning document for the program director and instructional personnel in the organization and administration of a Driving While Intoxicated (DWI) Law Enforcement Training Course. It contains an explanation of the developmental effort of the DWI Law Enforcement Training Project and detailed guidelines for conducting the course including course structure and an outline of course content. The other course materials are also outlined and lists of instructional media, transparencies and evaluation aids appended. (Author/BP)

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DWI
Law Enforcement Training
COURSE GUIDE

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DOT-HS-801221

DWI LAW ENFORCEMENT TRAINING PROJECT

COURSE GUIDE

James E. Carnahan, Ph.D.

National Highway Traffic Safety Administration

Contract DOT-HS-334-3-645

With

Michigan State University

Highway Traffic Safety Center

East Lansing, Michigan

August 1974

FOREWORD

For many years there has been a growing concern about the level of alcohol enforcement activities and recognition of the need for DWI Law Enforcement Training. Although some training units have been incorporated in a few police academies, primarily in chemical testing and arrest procedure, little had been done to develop courses of instruction for law enforcement officers in dealing with alcohol related offenses per se.

In order to provide this needed curriculum, the Michigan Office of Highway Safety Planning awarded a contract to the Highway Traffic Safety Center in 1972 to develop and test an alcohol enforcement training program for law enforcement officers. The Highway Traffic Safety Center was then awarded a contract by the National Highway Traffic Safety Administration in July, 1973, to convert the Michigan Police Alcohol Training Course materials into an instructional package that could be used in states other than Michigan. Three field trials were conducted to test the revised training package and one to assess potential problems in the use of the package.

The DWI Law Enforcement Training program consists of the following basic materials: (1) Instructor's Manual, which contains lesson plans, learning activities, course content and teaching strategies; (2) Student Manual, which is intended to serve as a workbook to assist the trainee in successfully completing the course; (3) Course Guide, which gives an overview of the instructional program; (4) Packet of Instructional Aids, which contains films, video tapes and transparencies; (5) Packet of Evaluation Instruments, which contains forms used in student and course evaluation; and (6) Final Report, which describes the project.

The DWI Law Enforcement Training program, when implemented nationally, should improve the alcohol enforcement activities of law enforcement officers.

ACKNOWLEDGMENTS

The documents and packets for the DWI Law Enforcement Training Course were prepared by the staff of the Highway Traffic Safety Center at Michigan State University for the National Highway Traffic Safety Administration.

Fourteen months (July 1973 - August 1974) were allotted to complete the project which required a tremendous level of effort involving several members of the HTSC staff and other resource personnel. Each of the individuals listed in the following project participants roster made a contribution to some phase of the project.

Preparation of course materials involved the services of many agenices. Filming the many detection clues was materially assisted by assigned personnel of the East Lansing Police Department; Ingham County Sheriff's Department; Michigan Department of State Police; and the Michigan State University Department of Public Safety.

Preparation of additional instructional aids (video tapes) concerning the case presentation portion of the curriculum involved the personnel and facilities of the Michigan Attorney General's Office; Lansing Police Department; and the Lansing District Court.

Assistance was rendered by the Department of Psychiatry, College of Human Medicine, Michigan State University, concerning medical problems likely to be encountered while performing alcohol enforcement duties. The Marathon County (Wisconsin) Sheriff's Department furnished assistance on this topic as well as did the Marathon-Cheboygan Counties Alcohol Safety Action Project.

The Governor's Representatives for Highway Traffic Safety and their staffs in Texas, Washington and Alaska provided funds to cover travel and subsistence costs for conducting field trials of training course. The Commissions for Law Enforcement Education and Training in Texas and Washington, the Central Texas ASAP and the Alaska State Troops served as hosts for the field trials.

The project staff is indebted to the above agencies for the assistance provided in the development and testing of this curriculum. Agency personnel are to be commended as well for the interest demonstrated in bringing this research effort to a successful conclusion.

The Instructor's Manual and the Student Manual for the course were prepared by Carnahan, Holmes, Keyes, Stemler and Dreveskracht with the assistance of other project staff members. The Course Guide and the Final Report were written by the Principal Investigator, Carnahan.

The Instructional Aids Packet for the course was prepared by Apps, Shinn and Nelson of the HTSC staff with the assistance of several staff members. In addition to the development of instructional materials, shinn and Apps edited and produced the several documents and packets of the project.

The Evaluation Aids Packet for the course was prepared by Carnahan, Price and Dreveskracht with the assistance of other project staff members.

DWI LAW ENFORCEMENT TRAINING

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Section I
Purpose and Design of Course Guide

Purpose of Course Guide

This Course Guide has been prepared to serve as a guide for organizing and administering a basic training course for the alcohol enforcement officer. It should be used as the basic planning document in preparing to conduct the DWI Law Enforcement Training Course. The other documents which complete the training package are:

1. Instructor's Manual -- This document was designed to be used by course instructors. It contains a compilation of 36 lessons. For each lesson there is a lesson plan and several learning activities. Each lesson has a training objective, one or more behavioral (terminal) objectives and several learning objectives. The lesson content is in syllabus form and includes instructor references, equipment needed, instructional materials for lesson and evaluation aids.

2. Student Manual -- This document was developed for the student-officer. It contains the subject matter content of the course in narrative form and is organized in the same manner and cross-indexed with the Instructor's Manual. It is developed to serve as the student's basic reference and study source for the course.

3. Instructional Aids Packet -- A packet of instructional aids to be used in the course was developed which consists of 54 16 mm film situations, 11 VTR segments and 61 transparencies. Each of these are cross-indexed with the Instructor's Manual to facilitate their appropriate use.

4. Evaluation Aids Packet -- A packet of evaluation aids to be used in the course was developed which consists of an instructional media logue and scoring keyes, numerous student response forms, pre and post examinations and course evaluation forms.

Design of the Course Guide

The Course Guide has been designed to assist the program director and instructional personnel in the management and instruction of the DWI Law Enforcement Training Course. It contains an explanation of the developmental effort of the DWI Law Enforcement Training project (Section II) and guidelines for conducting the course (Section III); i.e., course structure, course management and procedures for conducting the course. The method for interpreting and using the various items of the instructional packet is discussed, in detail, in Section III.

The 40-hour DWI Law Enforcement Training Course is based on the results of extensive and comprehensive developmental phases and activities conducted over a two year period. This developmental effort was fundamental to the validity and relevancy of the training course. Those administering the program should be familiar with the nature of the course and its intended application. Section II of this Guide is a discussion of the developmental procedures and activities.

Section II
DWI Law Enforcement Training Project

Description of Project

Nature of Project

The DWI Law Enforcement Training project was designed to develop a quality course of instruction to provide a large number of general patrol officers with an effective alcohol enforcement training program. This program offers the student-officer both a challenge and pertinent, useful information which will enhance his self-confidence and assist him with his daily alcohol-related contact situations. This course of instruction relates directly to the officer's alcohol enforcement tasks and utilizes extensive instructional aids and materials.

The completed instructional program was developed, tested in several field trials, revised in accordance with test results and is now ready for implementation.

Relationship of Project to Total Highway Safety Program

The Standard on Alcohol and Highway Safety has top priority among the standard areas in terms of funding and program emphasis. This program interest is apparent within the various state and local governmental agencies and in the private sector.

Purpose of Project

The purpose of the DWI Law Enforcement Training project was to develop a one-week course to enhance and improve alcohol enforcement activities which could ultimately contribute to a measurable reduction of alcohol-related traffic incidents.

Although numerous agencies and jurisdictional levels are involved in, and responsible for, alcohol countermeasures programs, the police alcohol enforcement function is the key to all of the other efforts as they depend upon the police for detection and apprehension of the drinking driver. It, therefore, follows that any appreciable improvement in control of the drinking driver would be dependent upon increasing the alcohol enforcement efforts of the police officer who, by the nature of his work, makes the initial contact.

A basic problem in assuring that sufficient alcohol enforcement efforts are made by the general patrol officer is one of interest and motivation. This is due to various reasons, but the principal one is the many other policing responsibilities bidding for his time, energy and interest. This problem could be overcome through an effective, quality training program designed to: (1) increase the officer's understanding of the dimensions and ramifications of the alcohol-driving problem; (2) instill insights into alcohol-related behavior; and (3) enhance his performance in the alcohol enforcement process.

Experience from the police alcohol training and the breath test operator training programs conducted by the Highway Traffic Safety Center (HTSC) at Michigan State University have demonstrated that training can raise interest levels and, in turn, alcohol enforcement contacts. This training tenet, documented by testimony of trained officers, should be expanded to encompass the alcohol enforcement activities of the general patrol officer in all law enforcement jurisdictions to maximize the enforcement effort in the alcohol countermeasures program.

Project Objectives

General Objectives

When implemented throughout the nation, the DWI Law Enforcement Training program will enhance the achievement of the following alcohol enforcement countermeasures goals:

1. Improve the capabilities of police officers for detecting and apprehending drivers who are operating a vehicle while impaired or under the influence.
2. Increase the capability of police officers involved in DWI court cases through:
   a. Improved case preparation by the arresting officer.
   b. Improved court testimony by the arresting officer.
3. Develop an understanding and appreciation by police officers of the complex involvement of alcohol in everyday life and in problems confronting police.

4. Improve understanding by police officers of the psychological and sociological aspects of alcohol use and abuse.

Specific Objectives

The specific objectives completed in the DWI Law Enforcement Training project were:

1. Prepared project plan indicating products, time schedule, personnel effort and cost.

2. Submitted to NHTSA:

   a. Alcohol enforcement officer's job analysis.

   b. Course outline for developing competencies identified in job analysis.

   c. Criteria and methodology used to select units for 40-hour course.

   d. Methodology used to test instructional package.

3. Analyzed the content, teaching strategies and instructional materials to determine changes needed to implement the program nationally.

4. Planned, designed and produced instructional media aids.

5. Revised content and teaching strategies of instructional package as required by Tasks 3 and 4.

6. Organized and conducted four field trials.

7. Revised instructional package as necessary to emcompass changes identified as needed in field trials.

8. Prepared and produced revised final products:

   a. Final Report.

   b. Course Guide.

   c. Instructor's Manual.

   d. Student Manual.

e. Instructional Aids Packet.

f. Evaluation Aids Packet.

A detailed discussion of the methods and procedures utilized in the developmental phase of the DWI Law Enforcement Training project is included in the Final Report of the project.

Section III
DWI Law Enforcement Training Course

Course Objectives and Program Design

Course Objectives

The DWI Law Enforcement Training program has been developed to provide the alcohol enforcement officer trainee with working knowledge and skills which will enable him to effectively carry out his alcohol enforcement tasks. Specifically, the training objectives of this course are as follows:

1. To develop the ability to detect and properly apprehend drivers who are DWI.
2. To develop an understanding of:
   a. Relationship of drinking and driving to accidents.
   b. Effects of alcohol on driving behavior.
   c. Laws relating to drinking driver offenses.
3. To develop an appreciation of the need for sufficient enforcement action against the drinking driver.
4. To develop skills in eliminating hazards created by drinking drivers, thus serving to accomplish the fundamental alcohol countermeasure goal.
5. To provide an understanding of the procedures for processing the suspect, gathering and recording evidence, and maintaining the chain of evidence.
6. To develop basic skills for testifying in court regarding observations of suspect during detection, apprehension, arrest and field test activities.

Training Program Design

The primary objective of the course is the development of practical skills related to the alcohol enforcement officer's tasks. Therefore, more than one-half of the instructor-student contact hours are spent in student-oriented practice and laboratory sessions devoted to detection, apprehension and testifying in court. One-third of the course pertains to detection of drinking driver clues.

Technical, statistical and legal subject matter related to control of the drinking driver is scheduled in the course to assure understanding not only of the basic principles, empirical evidence (facts), laws and regulations, but also of the important role of the officer's enforcement activities in the total alcohol countermeasures program. Course content on these cognitive subjects (background and supportive information) is necessary for two reasons. First, in order to develop and maintain student interest, motivation and self-confidence; it would not be sufficient to simply improve the officers' skills without also giving them an understanding of why they are using these skills. Second, the officer must have a fundamental understanding of the cognitive subject matter of the course to be the most competent witness when he has to present the state's case in court.

The training program was developed by identifying and analyzing the tasks actually performed in the field by alcohol

enforcement officers. In order to assure the transfer of learning activities to actual alcohol enforcement practices and needs, the program is designed around concepts and methods most likely to facilitate the transfer of learning. Emphasis has been placed on student involvement with extensive use of demonstrations, practice sessions, problem solving, student self-testing and laboratory activities. Each lesson on skill content allows practice of the specific skills under circumstances related to actual working conditions. Specifically, the program is designed to:

1. Place emphasis on areas where students need help; e.g., detection and apprehension of alcohol offenders.

2. Sequence lessons according to practitioner's needs to keep the learning experience as parallel to the actual work experience as possible.

3. Reduce formal lectures and non-interactive methods by replacing with demonstrations, practice sessions and student-involved activities.

4. Establish and maintain interaction in the learning environment, both between student and instructors and between student and materials.

5. Provide opportunities for practical skill application based on actual job requirements utilizing simulated working conditions.

6. Relate classroom and laboratory activities in most effective manner to provide the maximum educational experience.

7. Test and evaluate the stated training and behavioral objectives to assure attainment of proficiency levels established for program.

8. Permit effective instruction and realistic assessment of student achievement.

9. Provide instructional personnel with continuous feedback that will permit course evaluation for program revision.

Course Structure

Organization of Course

The flow diagram (Chart 1) on the next page sets forth the course structure and the scope of the material covered. Each of the sixteen subjects in the course is identified in a cell at the top of the chart. These cells do not represent equal amounts of training emphasis or subject matter importance, but serve to provide a method of classifying the content of the course and to indicate methods of sequencing for the purpose of program presentation.

The units and unit numbers appear in cells on Chart 1, below the subjects to which they pertain. The 36 units contain 164 topics, 64 of which are content topics and 100 are overview, review and summary topics. Lesson plans have been developed for each unit. Therefore, for the purpose of this course, a unit and a lesson are synonomous.

There are four levels of objectives in the course structure; a subject objective for each subject, a unit objective for each unit or lesson, terminal behavioral objectives for each of the 64 content topics and learning objectives for each of the 64 content topics.

Chart 1

Program Subject Categories and Their Corresponding Lessons

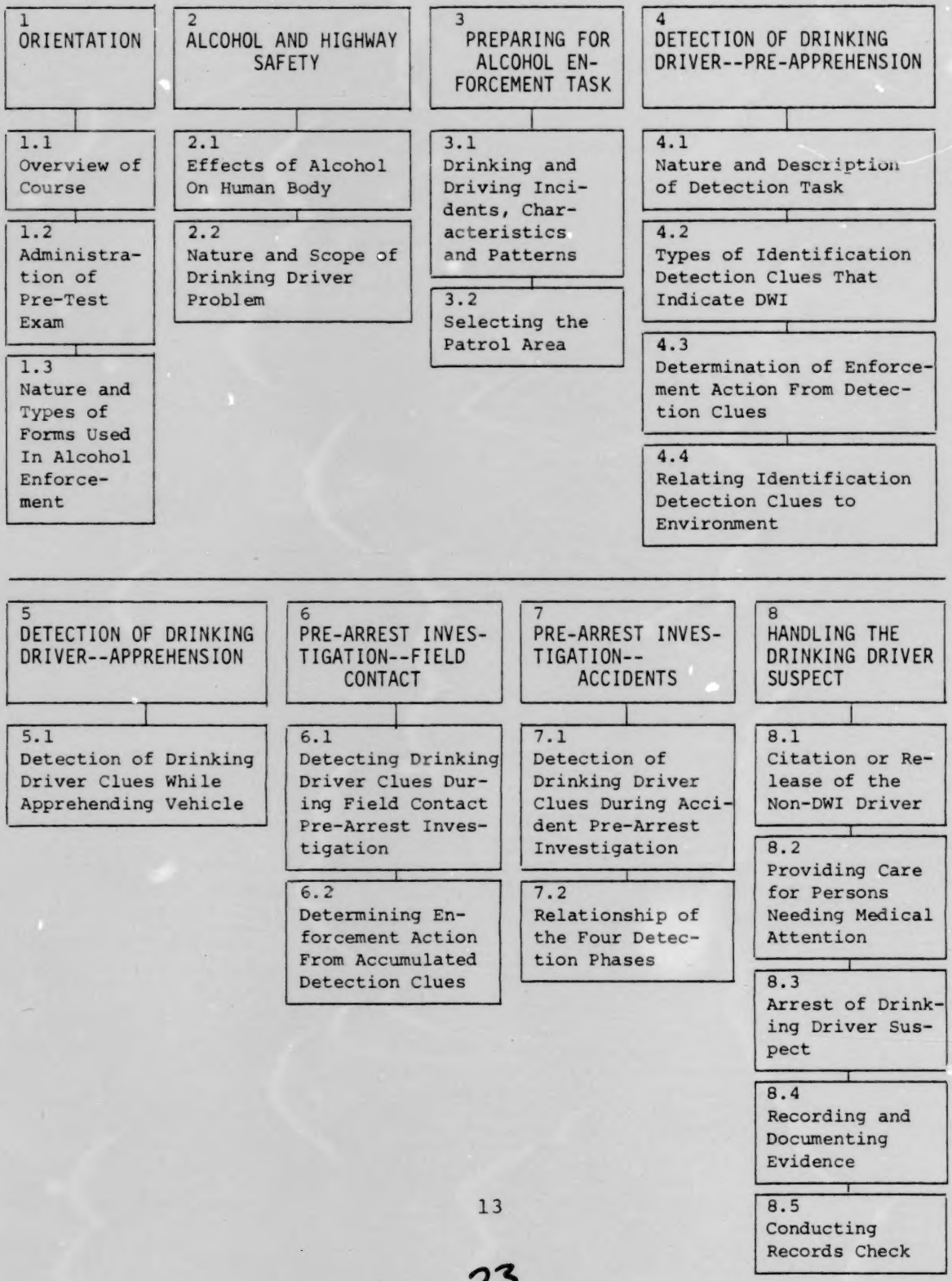
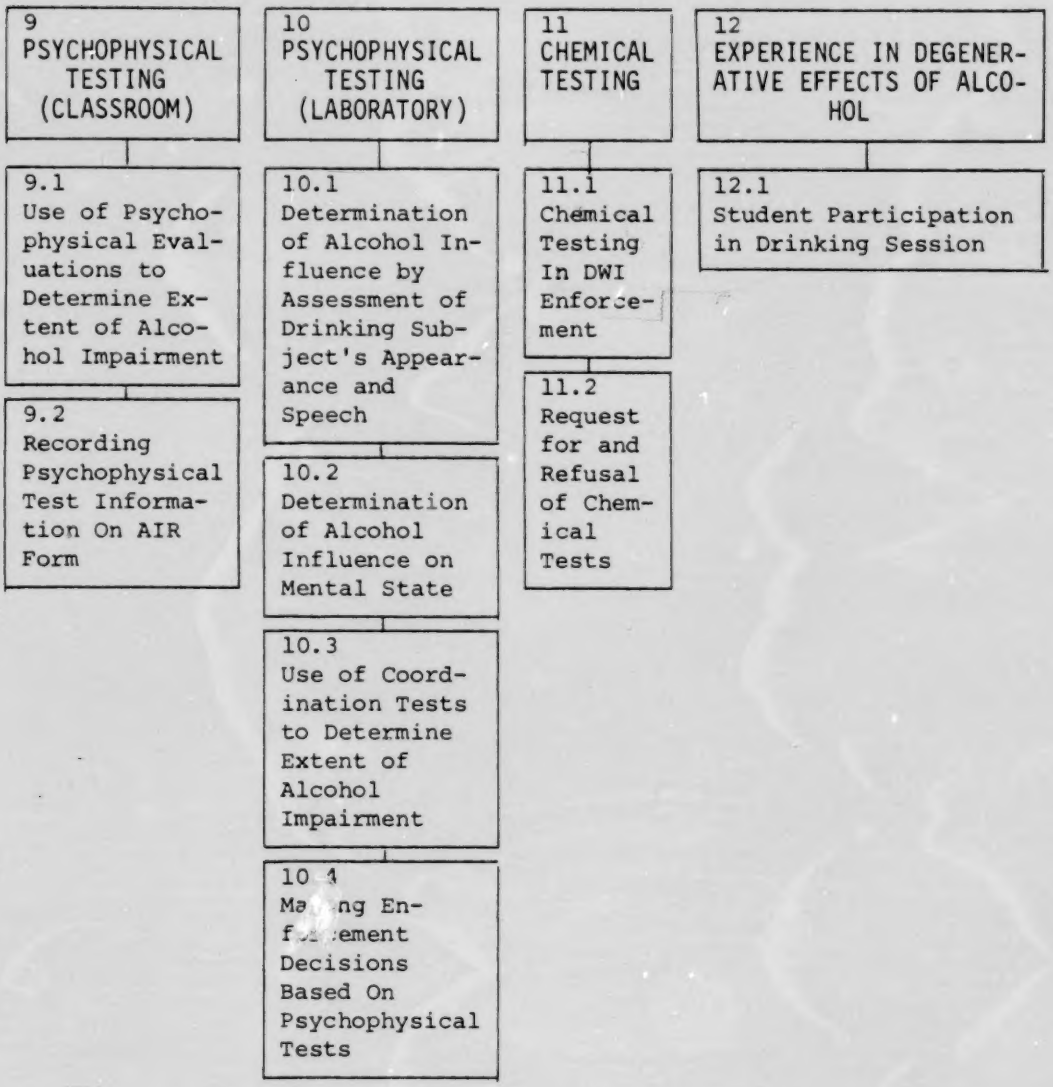
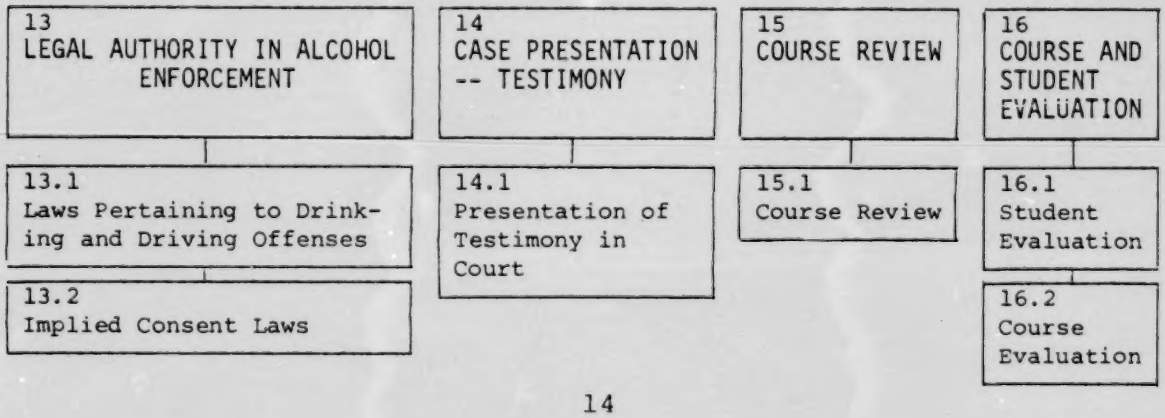


Chart 1 (cont.)

Program Subject Categories and Their Corresponding Lessons





Course Numbering System

The subject matter of the DWI Law Enforcement Training Course is in outline format in the Instructor's Manual and in narrative format in the Student Manual. The major categories are called subjects, each subject is divided into units or lessons, and each lesson is further subdivided into topics.

For referencing and cross-indexing purposes, a numbering system is used which parallels the division of the material. The subjects are consecutively numbered commencing with number 1. The units or lessons within each subject are denoted by a two-part lesson number; e.g., 3.2. The first part of each lesson number; e.g., the 3, represents the subject number. The second number; e.g., the 2, represents the specific lessons within the subject. The lesson topics within each unit or lesson are denoted by a three-part lesson topic number; e.g., 3.2.1. The first two parts of each lesson topic number represents the lesson number; e.g., 3.2. The third part of the number represents the specific lesson topic within the lesson. Thus, the lesson topic number 3.2.1 refers to the subject matter of subject 3, lesson 2, topic 1.

The format utilized for the course numbering system is set forth on the following pages under course content.

Course Content

The DWI Law Enforcement Training Course consists of 36 lessons that encompass 164 topics including orientation, review and evaluation sessions. The lessons require varying amounts of time for completion. The subjects/units/topics and the time allotment for the various lessons of the course are as follows:

1. ORIENTATION

		Lesson Time (minutes)
1.1	Overview of Course	30
	1.1.1 Course objectives.	
	1.1.2 Plans and procedures for conducting course.	
	1.1.3 Evaluation methods for course.	
1.2	Administration of Pre-Test Examination	60
	1.2.1 Administration of pre-test examination.	
1.3	Nature and Types of Forms Used in Alcohol Enforcement	15
	1.3.1 Nature and number of report forms used in alcohol enforcement.	
	1.3.2 Design and style of required reports.	

2. ALCOHOL AND HIGHWAY SAFETY

2.1	Effects of Alcohol on the Human Body	45
	2.1.1 Overview of unit.	
	2.1.2 Physiological processes of alcohol absorption, metabolism and elimination.	
	2.1.3 Individual tolerance in use of alcohol.	
	2.1.4 Effects of alcohol on brain and body functions.	
	2.1.5 Summary of unit.	

		Lesson Time (minutes)
2.2	Nature and Scope of Drinking Driver Problem . . .	30
	2.2.1 Overview of unit.	
	2.2.2 Classification of drinking drivers.	
	2.2.3 Accidents related to drinking and driving.	
	2.2.4 Summary of unit.	

3. PREPARING FOR ALCOHOL ENFORCEMENT TASK

3.1	Drinking and Driving Incidents, Characteristics and Patterns	70
	3.1.1 Review of previous lesson.	
	3.1.2 Overview of unit.	
	3.1.3 Nature of drinking and driving incidents (offenses) in total driving population.	
	3.1.4 Characteristics of driving patterns of impaired drivers.	
	3.1.5 Probabilities of drivers on road who have been drinking.	
	3.1.6 Use of alcohol enforcement as a deterrence (prevention).	
	3.1.7 Summary of unit.	
3.2	Selecting the Patrol Area	20
	3.2.1 Review of previous unit.	
	3.2.2 Overview of unit.	
	3.2.3 Location of DWI problem areas.	
	3.2.4 Time frames for drinking driver offenses.	
	3.2.5 Identification of alcohol related accident sites.	
	3.2.6 Summary of unit.	

4. DETECTION OF DRINKING DRIVER -- PRE-APPREHENSION

4.1	Nature and Description of Detection Task	90
	4.1.1 Review of previous lesson.	
	4.1.2 Overview of unit.	
	4.1.3 Probability of drinking drivers being stopped based on typical enforcement methods.	
	4.1.4 Types of detection methods.	
	4.1.5 Definition and description of detection task.	
	4.1.6 Summary of unit.	

Lesson Time (minutes)

4.2 Types of Identification Detection Clues That Indicate DWI 150

4.2.1 Review of previous unit.
4.2.2 Overview of unit.
4.2.3 Types of Phase I identification detection clues indicating DWI.
4.2.4 Summary of unit.

4.3 Determination of Enforcement Action From Dection Clues 50

4.3.1 Review of previous unit.
4.3.2 Overview of unit.
4.3.3 Departmental policies regarding alcohol enforcement.
4.3.4 Use of discretion in alconol enforcement.
4.3.5 Making of enforcement decisions.
4.3.6 Summary of unit.

4.4 Relating Identification Detection Clues to Environment 100

4.4.1 Review of unit 4.2.
4.4.2 Overview of unit.
4.4.3 Relationship of identification detection clues to environment and other factors.
4.4.4 Summary of unit.

5. DETECTION OF DRINKING DRIVER -- APPREHENSION

5.1 Detection of Drinking Driver Clues While Apprehending Vehicle 60

5.1.1 Review of previous subject.
5.1.2 Overview of unit.
5.1.3 Types of reinforcement detection clues observed during apprehension indicating drinking drivers.
5.1.4 Assessment of accumulated evidence obtained from identification and reinforcement detection clues.
5.1.5 Summary of unit.

Lesson Time
(minutes)

6. PRE-ARREST INVESTIGATION -- FIELD CONTACT

6.1 Detection of Drinking Driver Clues During Field Contact Pre-Arrest Investigation 45

- 6.1.1 Review of previous subject.
- 6.1.2 Overview of unit.
- 6.1.3 Psychophysical and other indicators of alcohol influence detected during field investigation.
- 6.1.4 Summary of unit.

6.2 Determining Enforcement Action From Accumulated Detection Clues 120

- 6.2.1 Review of previous units on detection.
- 6.2.2 Overview of unit.
- 6.2.3 Making of enforcement decisions.
- 6.2.4 Summary of unit.

7. PRE-ARREST INVESTIGATION -- ACCIDENTS

7.1 Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation 40

- 7.1.1 Review of previous units on detection.
- 7.1.2 Overview of unit.
- 7.1.3 Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.
- 7.1.4 Summary of unit.

7.2 Relationship of Four Detection Phases 20

- 7.2.1 Review of previous units on decision making.
- 7.2.2 Overview of unit.
- 7.2.3 Interrelation of the four detection phases.
- 7.2.4 Summary of unit.

		Lesson Time (minutes)
	8. HANDLING OF THE DRINKING DRIVER SUSPECT	
8.1	Citation or Release of the Non-DWI Driver	20
	8.1.1 Review of previous subject -- #6.	
	8.1.2 Overview of unit.	
	8.1.3 Citation or release of the non-DWI driver.	
	8.1.4 Summary of unit.	
8.2	Providing Care for Persons Needing Medical Attention	80
	8.2.1 Review of previous subject.	
	8.2.2 Overview of unit.	
	8.2.3 Symptoms of dangerous medical problems of the intoxicated.	
	8.2.4 Pathological conditions that have symptoms in common with those of alcohol influence.	
	8.2.5 Types of emergency aid in alcohol enforcement.	
	8.2.6 Procedures for handling persons with medical problems.	
	8.2.7 Community medical resources.	
	8.2.8 Summary of unit.	
8.3	Arrest of the Drinking Driver	25
	8.3.1 Review of previous subject -- #6.	
	8.3.2 Overview of unit.	
	8.3.3 Advising subject of his Miranda rights.	
	8.3.4 Transportation of the arrested subject.	
	8.3.5 Summary of unit.	
8.4	Recording and Documenting Evidence	15
	8.4.1 Review of previous unit.	
	8.4.2 Overview of unit.	
	8.4.3 Purpose and importance of recording and documenting evidence.	
	8.4.4 Summary of unit.	
8.5	Conducting Records Check	25
	8.5.1 Review of previous unit.	
	8.5.2 Overview of unit.	
	8.5.3 Checking driving record with driver licensing authority of state.	

(continued)

Lesson Time
(minutes)

8.5 Conducting Records Check (cont.)

8.5.4 Checking criminal record with central crime records of state.
8.5.5 Summary of unit.

9. PSYCHOPHYSICAL TESTING (CLASSROOM)

9.1 Use of Psychophysical Evaluation to Determine Extent of Alcohol Impairment 190

9.1.1 Review of previous subject.
9.1.2 Overview of unit.
9.1.3 Nature and purpose of psychophysical testing.
9.1.4 Administration of psychophysical tests.
9.1.5 Summary of unit.

9.2 Recording of Psychophysical Test Information On AIR Form 35

9.2.1 Review of previous unit.
9.2.2 Overview of unit.
9.2.3 Nature and use of AIR form.
9.2.4 Summary of unit.

10. PSYCHOPHYSICAL TESTING (LABORATORY)

10.1 Determination of Alcohol Influence by Assessment of Drinking Subject's Appearance and Speech . . 20

10.1.1 Review of previous subject.
10.1.2 Overview of unit.
10.1.3 Practice in assessment of impairment by subject's appearance.
10.1.4 Practice in assessment of impairment by subject's response to questions.
10.1.5 Summary of unit.

10.2 Determination of Alcohol Influence on Mental State 15

10.2.1 Review of previous unit.
10.2.2 Overview of unit.
10.2.3 Practice in assessment of impairment by subject's mental state.
10.2.4 Summary of unit.

		Lesson Time (minutes)
10.3	Use of Coordination Tests to Determine Extent of Alcohol Impairment	100
	10.3.1 Review of previous unit.	
	10.3.2 Overview of unit.	
	10.3.3 Practice in assessment of impairment by subject's ability to follow instructions.	
	10.3.4 Practice in assessment of impairment by subject's reactions to coordination tests (balance, walking, turning, finger-to-nose, picking up designated coins).	
	10.3.5 Summary of unit.	
10.4	Making of Enforcement Decisions Based on Psychophysical Tests	90
	10.4.1 Review of previous unit.	
	10.4.2 Overview of unit.	
	10.4.3 Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.	
	10.4.4 Summary of unit.	

11. CHEMICAL TESTING

11.1	Chemical Testing in DWI Enforcement	30
	11.1.1 Review of previous subject.	
	11.1.2 Overview of unit.	
	11.1.3 Nature and purpose of chemical testing.	
	11.1.4 Selection of appropriate chemical test.	
	11.1.5 Administration of chemical test.	
	11.1.6 Summary of unit.	
11.2	Request for and Refusal of Chemical Tests	30
	11.2.1 Review of previous unit.	
	11.2.2 Overview of unit.	
	11.2.3 Advice as to chemical test rights.	
	11.2.4 Completing "refusal to submit" form.	
	11.2.5 Legal responsibilities relating to chemical testing.	
	11.2.6 Summary of unit.	

Lesson Time
(minutes)

12. EXPERIENCE IN DEGENERATIVE EFFECTS OF ALCOHOL

12.1 Student Participation in Drinking Session 360

12.1.1 Overview of unit.
12.1.2 Method for controlled drinking exercise.
12.1.3 Summary of unit.

13. LEGAL AUTHORITY IN ALCOHOL ENFORCEMENT
STUDENT REVIEW

13.1 Laws Pertaining to Drinking and Driving Offenses 90

13.1.1 Overview of unit.
13.1.2 Statutes pertaining to drinking and driving offenses.
13.1.3 Elements of DWI offenses.
13.1.4 Case law pertaining to drinking and driving offenses.
13.1.5 Summary of unit.

13.2 Implied Consent Laws 90

13.2.1 Overview of unit.
13.2.2 Nature and purpose of implied consent legislation.
13.2.3 Implied consent statutes.
13.2.4 Case law pertaining to implied consent.
13.2.5 Summary of unit.

14. CASE PRESENTATION -- TESTIMONY

14.1 Presentation of Testimony in Court 165

14.1.1 Overview of unit.
14.1.2 Presentation of testimonial evidence at trial.
14.1.3 Defense tactics in drinking and driving cases.
14.1.4 Summary of unit.

Lesson Time
(minutes)

15. COURSE REVIEW

15.1 Course Review 60

15.1.1 Overview of unit.
15.1.2 Review of course.
15.1.3 Summary of unit.

16. STUDENT AND COURSE EVALUATION

16.1 Student Evaluation 120

16.1.1 Overview of unit.
16.1.2 Student evaluation.
16.1.3 Summary of unit and course.

16.2 Course Evaluation 45

16.2.1 Overview of unit.
16.2.2 Course evaluation.
16.2.3 Summary of unit.

Instructor's Manual

The Instructor's Manual that was developed for the training course contains lesson plans for the various units of instruction and learning activities for each lesson. Subject matter content is presented in syllabus form and pertinent indexes are incorporated in the introductory materials and appendices.

Each subject in the Instructor's Manual has three parts:

1. A cover page that sets forth the title of the subject, time required to cover subject matter, subject objective, units or lessons to be found in subject and any appended material for the subject.

2. A lesson plan for each unit of the subject (discussed in detail below).

3. The learning activities for each unit of the subject (discussed in detail below).

Lesson Plans. The 36 lesson plans were prepared to assist the instructor in preparing to conduct the course. Each lesson plan is self-contained and includes the information needed to teach the lesson. The specific categories covered in each lesson plan are:

- Unit Objective -- The unit objective is identified and simply states the purpose of the unit.

- Terminal Objectives -- These objectives identify the specific behaviors that the student-officers will be able to demonstrate after successful completion of the course. The number of terminal objectives listed will vary from three to eight specific objectives.

- References -- Resources that will be useful to the instructor when teaching this unit or lesson are

identified. The complete name and source of the reference is identified so that if the instructor desires, he may obtain the reference. These references are not included in the instructional package.

- Materials -- All materials that will aid in instruction of the lesson are listed; e.g., 16 mm film situations, VTR segments, transparencies.

- Equipment -- Any equipment that the instructor will need to teach this lesson will be identified; e.g., overhead projector, 16 mm projector.

- Assignment -- The student assignments are identified so the instructor can make assignments in advance. The assignments refer to activities the student should complete prior to the indicated lesson.

- Study Questions -- The questions listed will assist the student-officer in preparing for the lesson. These questions appear in the study plan of the Student Manual.

Learning Activities. Each of the 36 lessons in the course contain the learning activities to be utilized in the lesson. The specific categories covered in this part of the lesson are:

- Unit Objective -- Establishes the training objective for a specific lesson.

- Content Topics -- A listing of the topics to be covered in the lesson.

- Learning Activity for each topic -- Each topic listed under content topics above is handled consecutively. Each topic is introduced by a learning objective. The teaching strategy then follows and is designated by capital letters; e.g., A, B, C. Under each teaching strategy the subject matter content is presented in syllabus form. The content can be identified by Arabic numerals; e.g., 1, 2, 3 and small letters; e.g., a, b, c.

The learning activity sections provide information for the instructor in addition to that mentioned above. The time column designates the amount of time that is needed to cover each topic when utilizing the teaching strategies developed for the topic. The references and aids column sets forth the specific page numbers of reference materials cited in the lesson plan and the location where content is used. The various aids needed are noted in order and location of their use and are cross-indexed with the Instructional Aids Packet.

Instructor References. References used in the development of the DWI Law Enforcement Training Course may be found in the Instructor's Manual bibliography following subject number 16. These bibliographical entries include references cited in each lesson plan and other additional references that may be of interest to the instructor.

Instructional Aids Packet

A packet of instructional aids was developed for the DWI Law Enforcement Training Course which consists of numerous transparencies; 54 16-mm film detection clue situations; and 11 video tape segments. Each of these aids is cross-indexed with the specific content item in the Instructor's Manual to facilitate its appropriate use.

The proper use of the instructional aids prepared for the course is essential for the most effective student learning and accomplishment of the learning objectives. They should be utilized as directed in the various teaching strategies; i.e., proper method (demonstration, practice, testing), appropriate timing and sufficient review and discussion.

A list of the various instructional media items prepared for the course may be found in Appendix A. A list of the transparencies prepared for the course may be found in Appendix B.

Evaluation Aids Packet

A packet of evaluation aids was developed, which consists of practice session student response forms, pre and post test examinations and course evaluation forms. These aids are indexed with the appropriate topic number and are entered in the Instructor's Manual within the context of their use.

The proper use of the evaluation aids prepared for the course is necessary to facilitate the accomplishment of the learning objectives. They should be used as directed in the various teaching strategies; i.e., correct method (explanation, discussion, demonstration, practice, testing), proper timing and sufficient opportunity for student review and discussion.

The evaluation packet also contains an instructional media logue and scoring key as a guide for the instructor in the use of the instructional and evaluation aids.

Student Manual

The nature and extent of the detection and apprehension activities, the psychophysical testing procedures, the drinking driver processing policies and procedures and the application of statutes and court procedures in police alcohol enforcement varies among jurisdictions. Thus, there is no available reference text that will meet the requirements for the DWI Law

Enforcement Training Course. Therefore, a Student Manual has been prepared for the student-officer. Each student should be provided with a copy of the Manual which he should bring to class each day.

The Student Manual provides the student with required reading material and affords a convenient means of review for problem solving sessions and the final examination. It is organized in the same manner as the Instructor's Manual with the same format and numbering system. Each subject, lesson and topic relates directly to the Instructor's Manual to facilitate immediate reference. The subject matter content is in narrative form and includes the tables and charts used by the instructor in the learning exercises.

Use of the Student Manual will enable the student to effectively prepare for each lesson. In addition, a systematic approach to use of the Manual will enable the student to concentrate on areas he needs to study and provide him with an opportunity for self-learning and evaluation. Finally, the Manual will serve as a reference resource after completion of the course.

Program Personnel

The DWI Law Enforcement Training Course constitutes a highly specialized program designed to encompass numerous, complex teaching strategies. There is a need for several persons to manage and teach the course. The personnel requirements are a course director, a major or principal instructor and several assistant instructors. The responsibilities and duties of these persons are as follows:

Course Director. A person experienced in traffic law enforcement training and with a manpower development background should serve as the course director. His responsibilities include:

1. Coordinating the course with other training programs and law enforcement functions.
2. Planning and scheduling the course.
3. Selecting and securing other resource personnel.
4. Allocating time and budget resources.
5. Arranging for facilities, equipment and supplies.
6. Handling special problems.
7. Assuming primary responsibility for the training program.
8. Evaluating the performance of the instructional staff.

Major Instructor. The major instructor should have experience in police alcohol enforcement, a background and understanding of law enforcement policies and procedures, and experience in police personnel training. The major instructor could also serve as the program director. His principle duties include:

1. Assuring that all program instructors have copies of the Instructor's Manual.
2. Assuring that all instructors are properly scheduled.
3. Assuring that all instructional materials and student materials are available.
4. Assuring that all evaluation materials are available.
5. Assuring the appropriate equipment is available and ready for use at the proper time.
6. Assuring that the various instructional aspects of the program are carried out.
7. Maintaining a proper learning environment.
8. Giving guidance, inspiration and encouragement to students.
9. Instructing much of the course content and integrating total instructional effort.
10. Evaluating students, instructors, materials and techniques.

Assistant Instructors. The assistant instructors aid the major instructor in fulfilling the instructional duties and activities. Several assistant instructors will be needed (this will be determined by qualifications of various instructors). These instructors would also serve as small group session leaders

for problem solving and practice sessions. Assistant instructors should have training experience and have an understanding of alcohol enforcement problems and activities. The various types of instructors needed for the course are:

1. Alcohol enforcement training specialists -- certified to teach the DWI Law Enforcement Training Course.

2. Breath testing equipment operator training specialist.

3. Psychophysical testing specialist -- experience in training in psychophysical testing.

4. Practicing lawyer -- experience in prosecution of criminal offenses.

5. Physician -- knowledge and experience in problems of alcohol and highway safety.

6. Laboratory assistants -- breath testing operators and psychophysical testing session monitors.

7. Evaluation assistants -- administering, monitoring, scoring and reviewing with students the numerous student response cards and examinations used in the course.

Table 1 depicts the type of instructors needed for each lesson in the course. The table indicates that most instructors should be part of the primary training staff.

Student Prerequisites

The various law enforcement agencies will have their own requirements for selecting candidates for the DWI Law Enforcement Training Course. However, there are some general attributes and characteristics of the student-officer populations that are relevant to successful completion of the course. It

Table 1
Instructor Requirements

Unit	Instructional Personnel	
	Training Staff	Resource Personnel
1.1 Overview of Course	Major Instructor*	None
1.2 Administering Pre-Test Examination	Assistant Instructor (Evaluation Specialist)	None
1.3 Nature and Types of Forms Used in Alcohol Enforcement	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
2.1 Effects of Alcohol on the Human Body	Assistant Instructor (Alcohol Enforcement Training Specialist)	Physician
2.2 Nature and Scope of Drinking Driver Problem	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
3.1 Drinking and Driving Incidents, Characteristics and Patterns	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
3.2 Selecting the Patrol Area	Assistant Instructor (Alcohol Enforcement Training Specialist)	None

*The major instructor should be a certified Alcohol Enforcement Training Specialist. He should teach those topics designated as his and may teach others requiring an Alcohol Enforcement Training Specialist.

Table 1 (cont.)
Instructor Requirements

Unit	Instructional Personnel	
	Training Staff	Resource Personnel
4.1 Nature and Description of Detection Task	Major Instructor	None
4.2 Types of Identification Detection Clues That Indicate DWI	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
4.3 Determination of Enforcement Action From Detection Clues	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
4.4 Relating Identification Detection Clues to Environment	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
5.1 Detecting Drinking Driver Clues While Apprehending Vehicle	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
6.1 Detecting Drinking Driver Clues During Field Contact Pre-Arrest Investigation	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
6.2 Determining Enforcement Action From Accumulated Detection Clues	Major Instructor	None

Table 1 (cont.)
Instructor Requirements

Unit		Instructional Personnel	
		Training Staff	Resource Personnel
7.1	Detecting Drinking Driver Clues During Accident Pre-Arrest Investigation	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
7.2	Relationship of the Four Detection Phases	Major Instructor	None
8.1	Citation or Release of the Non-DWI Driver	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
8.2	Providing Care for Persons Needing Medical Attention		Physician
8.3	Arrest of the Drinking Driver Suspect	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
84.	Recording and Documenting Evidence	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
8.5	Conducting Records Check	Assistant Instructor (Alcohol Enforcement Training Specialist)	None
9.1	Use of Psychophysical Evaluations to Determine Extent of Alcohol Impairment	Assistant Instructor (Psychophysical Testing Specialist)	None

Table 1 (cont.)
Instructor Requirements

Unit		Instructional Personnel	
		Training Staff	Resource Personnel
9.2	Recording Psychophysical Test Information on AIR Form	Assistant Instructor (Psychophysical Testing Specialist)	None
10.1	Determination of Alcohol Influence by Assessing Drinking Subject's Appearance and Speech	Assistant Instructor (Psychophysical Testing Specialist)	None
10.2	Determination of Alcohol Influence on Mental State	Assistant Instructor (Psychophysical Testing Specialist)	None
10.3	Use of Coordination Tests to Determine Extent of Alcohol Impairment	Assistant Instructor (Psychophysical Testing Specialist)	None
10.4	Making Enforcement Decisions Based on Psychophysical Tests	Assistant Instructor (Psychophysical Testing Specialist)	None
11.1	Chemical Testing in DWI Enforcement	Assistant Instructor (Breath Testing Specialist--certified operator)	Breath Testing Specialist (certified operator)
11.2	Request for and Refusal of Chemical Tests	Assistant Instructor (Breath Testing Specialist--certified operator)	Breath Testing Specialist (certified operator)

Table 1 (cont.)
Instructor Requirements

Unit		Instructional Personnel	
		Training Staff	Resource Personnel
12.1	Student Participation in Drinking Session	Assistant Instructor (Breath Testing Specialist--certified operator)	Breath Testing Specialist (certified operator)
13.1	Laws Pertaining to Drinking and Driving Offenses		Attorney
13.2	Implied Consent Laws		Attorney
14.1	Presenting Testimony in Court		Attorney
15.1	Course Review	Major Instructor	None
16.1	Student Evaluation	Assistant Instructor (Evaluation Specialist)	None
16.2	Course Evaluation	Assistant Instructor (Evaluation Specialist)	None

is, therefore, recommended that the student enrolling in the course should:

1. Have at least a high school education or equivalent with some college experience desirable.
2. Be an active member of a law enforcement agency with a minimum of six months patrol experience subsequent to basic training.
3. Have demonstrated ability in public relations.
4. Have volunteered for DWI enforcement training.

Due to the nature of the subject matter content, the student should have the ability to learn in an academic setting and possess learning skills. He is more likely to apply these skills and successfully complete the program if he has volunteered for the course. Students who lack initial interest in the DWI enforcement task usually have insufficient motivation and often become poor achievers.

Requirements for Completing the Course

Students in the DWI Law Enforcement Training Course are evaluated on both skill and knowledge achievements. Each student must be able to demonstrate each skill according to the standards specified for each learning objective. Sufficient time is allotted for students to practice these skills. The student must have a sufficient grasp of the cognitive material (laws, principles, facts) to demonstrate the skills. Evaluation of the cognitive topics is accomplished by observing students' activities in problem solving situations and group discussions; by observing students' activities in lab sessions; by analysis of student

response forms; i.e., practice session forms and examinations.

Class Size

The DWI Law Enforcement Training Course is oriented toward individualized instruction utilizing both classroom and laboratory activities which necessitate limiting the class size. Due to the necessity for extensive instructor and student interaction, the instructor/student ratio should be low. The controlled drinking laboratory sessions are designed to have one instructor for each five students. The course enrollment, therefore, should be held to a maximum of 30 students.

A class of 30 students will permit adequate instructor-student interaction and should allow students to actively participate in various practical exercises providing the course is managed with precision. In order to alleviate course management problems and/or unforeseen instructional and learning problems, the most appropriate class size would be 25 students.

Classroom Arrangement

The students in the DWI Law Enforcement Training Course should be seated at tables rather than in chairs with writing arms. Each student needs sufficient working room since he will be using his manual, forms, etc. One large table for each three students should be provided with additional tables at the rear of the room for assistant instructors' work space and setting up instructional media equipment. Each student should have a comfortable chair since he will frequently be sitting. Tables

will have to be frequently rearranged to organize students into different sized group sessions for various types of sessions.

The classroom demonstrations, practice sessions, problem solving sessions, discussion-reviews and evaluation exercises can all be conducted in a classroom such as was discussed above. The laboratory session on Degenerative Effects of Alcohol (controlled drinking exercise for students) will require a different arrangement. It will require a room with open space to permit the drinking students to interact with each other and to be tested on one of several (minimum of four) breath testing stations placed around the room.

In the event that all the training sessions (classroom and laboratory) must be held in the same room, sufficient space must be provided to push all the tables against the wall and still allow space for conducting lab sessions. This room arrangement procedure, however, will complicate course management and should be avoided if possible by obtaining different rooms for classroom and laboratory sessions.

Both classroom and laboratory areas should have good lighting to assure adequate viewing of various training aids. The heating and ventilation should assure student and instructor comfort. The laboratory area should have adequate outlets and working surfaces to accommodate the necessary breath testing equipment. There must also be a sufficient stock of alcoholic beverages for conducting the lab sessions.

Instructional Resources

The various resources needed to conduct the DWI Law Enforcement Training Course should be arranged for prior to beginning the instructional program. The types of resources needed are references, instructional aids, Student Manuals, equipment and facilities.

References. A comprehensive list of references pertaining to the subject matter of the course is in the bibliography at the end of the Instructor's Manual. Specific reference materials that are needed for a given topic, including the pages on which this needed information can be found, are also cited in the context of the appropriate lesson of the Instructor's Manual. Each instructor should have a copy of the Instructor's Manual, Course Guide and Student Manual.

Instructional Aids. Numerous transparencies, 16 mm film sequences and video tape segments have been developed for the course and organized into an Instructional Aids Packet. The instructors for the course should have a complete packet available for conducting the course.

Evaluation Aids. Numerous evaluation aids have been developed for the course and organized into an Evaluation Aids Packet; e.g., pre and post test examinations and student response forms. The instructors for the course should have a complete packet available for conducting the course.

Student Materials. Each student should be provided with a Student Manual which was developed for his use in the course.

There should also be sufficient copies of the forms used in alcohol enforcement for students to use in practice sessions.

Equipment. The instructional aids developed for the course can be used on standard classroom equipment. The instructors will need a screen, overhead projector, 16 mm projector, video tape deck and two video tape monitors. The lab sessions will require breath testing equipment (eight instruments are preferred, 2 instruments for each operator). Both the classroom and laboratory should have a chalkboard available for the instructors.

Facilities. Presentation of the DWI Law Enforcement Training Course does not require any special facilities. Two standard sized classrooms should provide sufficient space to arrange for classroom and laboratory sessions. Most training agencies should have adequate facilities within their agency to conduct the training program.

Fiscal Considerations

In estimating the cost of presenting the DWI Law Enforcement Training Course, the following items should be considered:

1. Cost of acquiring facilities; e.g., rent of classrooms.
2. Cost of needed equipment; e.g., rental on projectors or video tape equipment.
3. Cost of honorariums for guest instructors.
4. Five days subsistence allowance for each student-officer.
5. Travel costs for participants.

(continued)

Fiscal Considerations (cont.)

6. Cost of instructional materials; e.g., Student Manuals.

Course Management Limitations

Most management tasks and activities can be accommodated in a typical training environment with appropriate planning and preparation. There is one management problem, however, that is contingent upon the manner in which students are housed and controlled; i.e., the planning for the controlled drinking exercise during the evening hours.

In order to evaluate the utility and feasibility of the controlled drinking exercise, this unit was tested during field trials of the project; i.e., taught in two field trials and eliminated from two, thus permitting collection of student achievement data from the two groups. When student achievement scores over cognitive materials and psychomotor skills were compared between the two groups, there was no significant difference. When analyzing the students' course evaluations (Delphi technique), however, to assess affective learning, they unanimously contended that the unit was very beneficial and recommended its use in the course.

In order to further test the management problems imposed by the controlled drinking exercise and to collect additional data to substantiate that from the DWI enforcement field trials, similar data was collected from six police alcohol training courses conducted in Michigan during the Spring of 1974 by the

use of the same testing method. Analysis of these data (cognitive, psychomotor and affective) disclosed the same results as found in the field trials.

The conclusion drawn from the above tests lead to the following management alternatives:

1. When students "live-in" and are assigned full-time to the course, conduct the controlled drinking exercise to accomplish affective learning.

2. When students commute to class and are assigned full-time to the course, conduct the controlled drinking exercise with rigid controls; i.e., do not permit students to leave the area until their BAC approaches zero percent.

3. When students commute to class and also perform work assignments or are subject to call, conduct of the controlled drinking exercise is not feasible and cannot be done.

4. When facilities or manpower are restricted due to budget or other considerations, the controlled drinking exercise is not feasible.

The management decision, therefore, pertaining to the use of the controlled drinking exercise in the course depends upon the control of the instructional staff upon the students. The "trade-off" made when eliminating the unit in order to accommodate budget or manpower management problems will be a loss in affective learning. The loss of cognitive learning or development of psychomotor skills will be insignificant.

Conducting Course

Preparing to Present Course

Personnel Selection. The person responsible for implementing the training program must designate a major instructor. These two individuals will discuss and plan the training program and make necessary arrangements as outlined in this Guide.

The major instructor, in cooperation with the program director, will identify and select assistant instructors. He should arrange for brief training sessions (meetings) with instructional staff to orient them to details of the training program. The assistant instructors should, at this time, be provided with a copy of the Instructor's Manual and the other necessary materials that they will need. These brief pre-course instructor training sessions should be for both training staff personnel and any guest instructors (outside resource persons).

Facility Procurement. Arrangements for facilities and equipment should be made in advance when possible. Some things, however, can only be done on the first day of the course and time should be scheduled to allow for last minute contingencies.

Course Scheduling. A course schedule for conducting a five-day DWI Law Enforcement Training Course appears on the next page. This schedule shows the sequencing of the material and the time allotments for the sixteen subjects. Sufficient break time must be given at appropriate learning intervals to reduce student

DWI LAW ENFORCEMENT TRAINING -- CLASS SCHEDULE

A.M.	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	REGISTRATION		Subjects 6 & 7	Subject 10	Subject 13
9:00	Subject 1	Subject 4 DETECTION PRE-APPREHENSION	PRE-ARREST INVESTIGATION	PSYCHOPHYSICAL EVALUATION	LEGAL AUTHORITY
9:00	ORIENTATION		(Phases III & IV)	(Lab.)	Subject 14
10:00		(Phase I)			
	- break -	- break -	- break -	- break -	- break -
10:00					CASE PRESENTATION TESTIMONY
11:00					
11:00	Subject 13				
12:00	LEGAL AUTHORITY				
P.M.	L	U	N	C	H
1:00			Subject 9	Subject 11 CHEMICAL TESTING	Subject 15 COURSE REVIEW
2:00			PSYCHOPHYSICAL EVALUATION		
2:00	Subject 2			Subject 8 HANDLING SUSPECT	Subject 16 STUDENT AND COURSE EVALUATION
3:00	ALCOHOL AND HIGHWAY SAFETY		(Classroom)		
	- break -	- break -	- break -	- break -	- break -
3:00					
4:00					
4:00	Subject 3	Subject 5 DETECTION APPREHEN. (Phase II)			
5:00	ENFORCEMENT TASK				
7:00			Subject 12 CONTROLLED DRINKING EXERCISE	Subject 12 CONTROLLED DRINKING EXERCISE	
9:00					

fatigue and enhance student motivation and interest.

The course schedule enables both the student and the instructional staff to anticipate course activities and to plan their preparation and study time more effectively. Copies of the schedule should be given to all participants.

Conducting the Course

Use of Lesson Plans and Learning Activities. The format and components of the Instructor's Manual were discussed in detail under "Course Structure". The lesson plans and learning activities sections for each lesson provide the directions and content necessary to meet the stated objectives. The subject matter content is outlined in the order that it should be used during classroom and laboratory sessions.

Most of the learning activity sections begin with "Review of previous subject/unit" and "Overview of unit". The review topic is placed in the lesson to assure a brief review of previously covered subject matter to enhance the learning transition from one lesson to the next. The overview topic reminds the instructor to briefly outline material he plans to cover in the next lesson.

Each content topic of each lesson is introduced by a learning objective which identifies student performance expectations for the topic. Each learning objective should be explained by the instructor to inform the student of the purpose of the topic. The learning objective can be used by the instructor to evaluate

student achievement in terms of the objective's criteria.

The practice sessions placed in the various learning activity sections of the Instructor's Manual provides the students with opportunities to practice skills and techniques that are discussed and demonstrated in the lesson. These sessions also provide the instructor with an opportunity to evaluate the student's progress.

There is a "Summary of unit" topic at the end of each lesson to give the instructor an opportunity to briefly summarize the subject matter content of each lesson. The students at this time are afforded an opportunity to ask questions about content covered in the lesson.

Instructional Techniques. The instructional techniques for the teaching strategies for the DWI Law Enforcement Training Course were selected to most appropriately fit the content of each topic and to assure the maximum student involvement. Student-oriented activities were used to provide optimum learning experiences.

Due to the nature of the DWI Law Enforcement Training Course, emphasis was placed on teaching strategies that meet the following criteria:

1. Obtaining as much instructor-student interaction as possible.
2. Encouraging peer group interaction and thus self-learning.
3. Demonstration of alcohol enforcement techniques and procedures (detection, apprehension, case preparation, court testimony).

4. Providing sufficient time for student practice under the guidance of an experienced instructor.

The various teaching strategies, which are applicable to DWI enforcement training and are incorporated into the various lessons of the training course, appear in Table 2. This table relates the teaching strategies to the three general types of learning; i.e., cognitive, affective (attitudinal) and skills. The manner in which these strategies are located and would be used in the various topics of the course may be seen in Table 3.

Use of Student and Course Evaluation

Student Evaluation. Student evaluation forms provided for the course consist of a pre-test, student response cards and a post-test. These instruments can be found in the Evaluation Package.

The pre-test is designed to measure the entry level knowledge of the students so instruction can be geared to their specific needs and the amount of individual accomplishment during the course can be measured.

The individual student response cards provide immediate feedback as to how well each student is accomplishing the stated learning objective for the topic. This feedback is beneficial to both the instructor and the student-officers. The instructor will know immediately whether or not the students have been successful and if he may proceed. They will also provide the student with the immediate results of his activity and will serve as a reward condition.

Table 2

Relationship of Teaching Strategies to Types of Learning

Teaching Strategies	Types of Learning		
	Knowledge Cognitive	Attitudes Affective	Skills Psycho-Motor
Clarification	x	x	
Decision-making	x		x
Discussion	x	x	
Demonstration	x		x
Inquiry		x	
Interpreting	x		
Practice Session	x		x
Problem Solving	x	x	
Reading Assignment	x		
Role Playing		x	x
Student Participation	x	x	x
Student Reaction		x	
Summarizing	x	x	
Small Group Discussion	x		x
Observing and Classifying	x		x
Testing	X		X
Review	x		x
Overview			

Table 3
List of Teaching Strategies
In DWI Enforcement Training Course

Topic No.	Topic Title	Teaching Strategy
1.1.1	Course objectives.	Discussion
1.1.2	Plans and procedures for conducting the course.	Clarification
1.1.3	Evaluation methods for course.	
1.2.1	Administering pre-test examination.	Testing
1.3.1	Nature and number of report forms used in alcohol enforcement.	Demonstration
1.3.2	Design and style of required reports.	Interpreting
2.1.1	Overview of unit.	Overview
2.1.2	Physiological processes of alcohol absorption, metabolism and elimination.	Reading assignment Group discussion
2.1.3	Individual tolerance in use of alcohol.	Problem solving
2.1.4	Effects of alcohol on brain and body functions.	Testing Answering questions
2.1.5	Summary of unit.	
2.2.1	Overview of unit.	Overview
2.2.2	Classification of drinking drivers.	Reading assignment
2.2.3	Accidents related to drinking and driving.	Group discussion Problem solving Testing Answering questions
2.2.4	Summary of unit.	Answering questions Summarizing
3.1.1	Review of previous lesson.	Review
3.1.2	Overview of unit.	Overview
3.1.3	Nature of drinking and driving incidents (offenses) in total driving population.	Reading assignment Group discussion
3.1.4	Characteristics of driving patterns of impaired drivers.	Problem solving Testing
3.1.5	Probabilities of drivers on road who have been drinking.	Answering questions
3.1.6	Use of alcohol enforcement as a deterrence (prevention).	
3.1.7	Summary of unit.	Answering questions Summarizing

Table 3 (cont.)
List of Teaching Strategies

Topic No.	Topic Title	Teaching Strategy
3.2.1	Review of previous unit.	Review
3.2.2	Overview of unit.	Overview
3.2.3	Location of DWI problem areas.	Reading assignment Group discussion Problem solving Testing Answering questions
3.2.4	Time frames for drinking driver offenses.	
3.2.5	Identification of alcohol related accident sites.	
3.2.6	Summary of unit.	Answering questions Summarizing
4.1.1	Review of previous lesson.	Review
4.1.2	Overview of unit.	Overview
4.1.3	Probability of drinking drivers being stopped based on typical enforcement methods.	Reading assignment Discussion Answering questions
4.1.4	Types of detection methods.	
4.1.5	Definition and description of detection task.	
4.1.6	Summary of unit.	Answering questions Summarizing
4.2.1	Review of previous unit.	Review
4.2.2	Overview of unit.	Overview
4.2.3	Types of Phase I identification detection clues indicating DWI.	Demonstration, practice, testing
4.2.4	Summary of unit.	Answering questions Summarizing
4.3.1	Review of previous unit.	Review
4.3.2	Overview of unit.	Overview
4.3.3	Departmental policies regarding alcohol enforcement.	Clarification,discussion
4.3.4	Use of discretion in alcohol enforcement.	Discussion
4.3.5	Making enforcement decisions.	Decision making, discussion
4.3.6	Summary of unit.	Answering questions Summarizing
5.1.1	Review of previous subject.	Review
5.1.2	Overview of unit.	Overview
5.1.3	Types of reinforcement detection clues observed during apprehension indicating drinking drivers.	Classifying,demonstration, practice, testing
5.1.4	Assessing accumulated evidence obtained from identification and reinforcement detection clues.	Decision making,demonstration, practice, testing Problem solving
5.1.5	Summary of unit.	Answering questions Summarizing

Table 3 (cont.)
List of Teaching Strategies

Topic No.	Topic Title	Teaching Strategy
6.1.1	Review of previous subject.	Review
6.1.2	Overview of unit.	Overview
6.1.3	Psychophysical and other indicators of alcoholic influence detected during field investigation.	Classifying Demonstration, practice, testing
6.1.4	Summary of unit.	Answering questions
6.2.1	Review of previous units on detection.	Review
6.2.2	Overview of unit.	Overview
6.2.3	Making enforcement decisions.	Decision making, demonstration, practice, testing
6.2.4	Summary of unit.	Answering questions
7.1.1	Review of previous units on detection.	Review
7.1.2	Overview of unit.	Overview
7.1.3	Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.	Classifying Discussion
7.1.4	Summary of unit.	Answering questions Summarizing
7.2.1	Review of previous units on decision making.	Review
7.2.2	Overview of unit.	Overview
7.2.3	Interrelation of the four detection phases.	Discussion
7.2.4	Summary of unit.	Answering questions Summarizing
8.1.1	Review of previous subject #6.	Review
8.1.2	Overview of unit.	Overview
8.1.3	Citation or release of non-DWI driver.	Decision making, demonstration
8.1.4	Summary of unit.	Answering questions
8.2.1	Review of previous subject.	Review
8.2.2	Overview of unit.	Overview
8.2.3	Symptoms of dangerous medical problems of the intoxicated.	Problem solving Role playing
8.2.4	Pathological conditions that have symptoms in common with those of alcohol influence.	Demonstration Discussion
8.2.5	Types of emergency aid in alcohol enforcement.	Testing
8.2.6	Procedures for handling persons with medical problems.	
8.2.7	Community medical resources.	
8.2.8	Summary of unit.	Answering questions

Table 3 (cont.)
List of Teaching Strategies

Topic No.	Topic Title	Teaching Strategy
8.3.1	Review of previous subject #6.	Review
8.3.2	Overview of unit.	Overview
8.3.3	Advising subject of his Miranda rights.	Interpreation,discussion
8.3.4	Transportation of the arrested subject.	Discussion
8.3.5	Summary of unit.	Answering questions Summarizing
8.4.1	Review of previous unit.	Review
8.4.2	Overview of unit.	Overview
8.4.3	Purpose and importance of recording and documenting evidence	Clarification, discussion
8.4.4	Summary of unit.	Answering questions Summarizing
8.5.1	Review of previous unit.	Review
8.5.2	Overview of unit.	Overview
8.5.3	Checking driving record with driver licensing authority of state.	Discussion
8.5.4	Checking criminal record with central crime records of state.	Discussion
8.5.5	Summary of unit.	Answering questions Summarizing
9.1.1	Review of previous subject.	Summarizing, review
9.1.2	Overview of unit.	Overview
9.1.3	Nature and purpose of psychophysical testing.	Clarification,discussion
9.1.4	Administration of psychophysical test.	Student participation Discussion, demonstration Decision making
9.1.5	Summary of unit.	Summarizing
9.2.1	Review of previous unit.	Review
9.2.2	Overview of unit.	Overview
9.2.3	Nature and use of AIR form.	Clarification,discussion
9.2.4	Summary of unit.	Summarizing
10.1.1	Review of previous subject.	Review
10.1.2	Overview of unit.	Overview
10.1.3	Practice in assessment of impairment by subject's appearance.	Interpreting Decision making
10.1.4	Practice in assessment of impairment by subject's responses to questions.	Interpreting Decision making
10.1.5	Summary of unit.	Summarizing

Table 3 (cont.)
List of Teaching Strategies

Topic No.	Topic Title	Teaching Strategy
10.2.1	Review of previous unit.	Review
10.2.2	Overview of unit.	Overview
10.2.3	Practice in assessment of impairment by subject's mental state.	Interpretation, decision making, discussion
10.2.4	Summary of unit.	Summarizing
10.3.1	Review of previous unit.	Review
10.3.2	Overview of unit.	Overview
10.3.3	Practice in assessment of impairment by subject's ability to follow instructions.	Interpreting Decision making Discussion
10.3.4	Practice in assessment of impairment by subject's reactions to coordination tests (balance, walking, turning, finger-to-nose).	Interpreting Decision making Discussion Demonstration, practice, testing
10.3.5	Summary	Summarizing
10.4.1	Review of previous unit.	Review
10.4.2	Overview of unit.	Overview
10.4.3	Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.	Interpreting Decision making Discussion Demonstration, practice, testing
10.4.4	Summary of unit.	Summarizing Answering questions
11.1.1	Review of previous subject.	Review
11.1.2	Overview of unit.	Overview
11.1.3	Nature and purpose of chemical testing.	Clarification,discussion
11.1.4	Selection of appropriate chemical test.	Clarification,discussion
11.1.5	Administration of chemical test.	Clarification,discussion
11.1.6	Summary of unit.	Answering questions Summarizing
11.2.1	Review of previous unit.	Review
11.2.2	Overview of unit.	Overview
11.2.3	Advice as to chemical test rights.	Clarification,discussion
11.2.4	Completing "refusal to submit" form.	Clarification,discussion
11.2.5	Legal responsibilities relating to chemical testing.	Clarification,discussion
11.2.6	Summary of unit.	Answering questions Summarizing

Table 3 (cont.)
List of Teaching Strategies

Topic No.	Topic Title	Teaching Strategy
12.1.1	Overview of unit.	Overview
12.1.2	Method for controlled drinking exercise.	Student participation Demonstration, practice, testing Role playing Problem solving
12.1.3	Summary of unit.	Summarizing
13.1.1	Overview of unit.	Overview
13.1.2	Statutes pertaining to drinking and driving offenses.	Reading assignment Clarification,discussion
13.1.3	Elements of DWI offenses.	Testing
13.1.4	Case law pertaining to drinking and driving offenses.	Answering questions
13.1.5	Summary of unit.	Answering questions Summarizing
13.2.1	Overview of unit.	Overview
13.2.2	Nature and purpose of implied consent legislation.	Reading assignment Clarification,discussion
13.2.3	Implied consent statutes.	Testing
13.2.4	Case law pertaining to implied consent	Answering questions
13.2.5	Summary of unit.	Answering questions Summarizing
14.1.1	Overview of unit.	Overview
14.1.2	Presentation of testimonial evidence at trial.	Demonstration,practice, testing
14.1.3	Defense tactics in drinking and driving cases.	Discussion Answering questions
14.1.4	Summary of unit.	Answering questions Summarizing
15.1.1	Overview of unit.	Overview
15.1.2	Review of course.	Answering questions
15.1.3	Summary of unit.	Summarizing
16.1.1	Overview of unit.	Overview
16.1.2	Student evaluation.	Testing
16.1.3	Summary of unit and course.	Summarizing
16.2.1	Overview of unit.	Overview
16.2.2	Course evaluation.	Student reaction
16.2.3	Summary of unit.	Answering questions

The post-test included in the training program is designed to determine how many of the terminal objectives each student has achieved, determine what proportion of the students achieved each terminal objective and what instructional procedures should be retained and which should be modified.

Course Evaluation. The purpose of the course evaluation is to gather information that will enable the instructor to improve his instruction. However, merely gathering and interpreting information is insufficient. In addition, the instructor should use the information to modify his instructional procedures, when a change is indicated.

The information should be used to formulate reasons for successes and failures; and for each failure, to select an alternative instructional procedure to use the next time the course is offered. Instructional improvement is a never-ending process consisting of planning, testing, interpretation and modification.

To help the instructor to obtain information about the instructional program, there is a post-class questionnaire included in the Evaluation Aids Packet. This questionnaire is designed to obtain feedback from the students concerning the program they have just completed. The questionnaire consists of a few questions which the students should answer anonymously. The questions vary from general information about the entire course to specific information about parts of the course.

These general questions will permit students to identify problems in the program which the instructor may not notice.

In addition, the answers enable him to pinpoint differences in the reactions of individual students so that he does not get a one-sided opinion from just a few students.

All suggestions for improvement, which are practical, should be implemented prior to the next training session. These improvements should be discussed with the present class so they realize that the instructor is interested in, and respond to, their needs. Those suggestions which are impractical should be discussed with the class so they will understand why these particular items cannot be changed.

This type of evaluation will not only improve the instructional program, but it will also develop good rapport with the students.

An additional evaluation of the course's effectiveness would be to collect information concerning performance of the students, who have taken the DWI Law Enforcement Training Course, in actual enforcement situations involving the drinking driver. An analysis of the difficulties they encounter, as well as the extent of their success, will provide some indication of how the training program might be further modified.

APPENDIX A

LIST OF INSTRUCTIONAL MEDIA

LIST OF INSTRUCTIONAL MEDIA

Detection Clue Filmed Situations

Unit	Title	Situation #	Topic
4.2	Identification (Phase I) Detection Clues That Indicate DWI	1-10	4.2.3A
4.4	Relationship of Detection Clues to Environment (STRESS)	11-21	4.4.3C
5.1	Apprehension (Phase II) Detection Clues That Indicate DWI	22-24	5.1.3A
5.1	Identification (Phase I) and Apprehension (Phase II) Clue Combinations	25-29	5.1.4B
6.1	Field Investigation (Phase III) Detection Clues	30-32	6.1.3A
6.2	Accumulated Detection Clues for Identification (Phase I), Apprehension (Phase II) and Field Investigation (Phase III)	33-48	6.2.3D
10.4	Accumulated Detection Clues, Psychophysical Testing and Enforcement Decisions	49-54	10.4.3A

Video Taped Segments

2.1	Physiological Process of Alcohol Absorption, Metabolism and Elimination	1	2.1.2A
8.2	Symptoms of Dangerous Medical Problems of Intoxicated	2	8.2.3A
8.2	Pathological Conditions That Have Symptoms in Common with Those of Alcohol Influence	3	8.2.4A
10.3	Psychophysical Testing Detection Clues	4-7	10.3.4A
14.1	Presenting Testimonial Evidence at Trial	8	14.1.2C
14.2	Defense Tactics in Court Testimony	9-11	14.1.3B

APPENDIX B

LIST OF TRANSPARENCIES

LIST OF TRANSPARENCIES

Unit	Title	Topic	Number of Transparencies
1.1	Course Objectives	1.1.1-A.	(6)
1.1	Course Schedule	1.1.2-B.2	(1)
1.1	Student Classroom Learning Activities	1.1.2-E.1	(2)
1.1	Student Laboratory Learning Activities	1.1.2-E.2	(1)
1.1	Social Learning Activities	1.1.2-E.3	(1)
1.1	Five Evaluation Methods	1.1.3	(1)
2.2	Classification of Drinking Drivers	2.2.2-A.3	(3)
2.2	National Statistics on Alcohol and Highway Safety	2.2.3-A.2.b	(1)
2.2	Driver's Odds of Involvement in Accident	2.2.3-A.2.f	(1)
2.2	Distribution of Fatal Drivers by BAC (see also 2.2.3-C.1.i)	2.2.3-C.1.e	(1)
2.2	Distribution of Fatal Drivers by Hour of Accident (see also 2.2.3-C.1.e)	2.2.3-C.1.i	(1)
2.2	Comparison of Moving Violations of Fatal Drivers and Sample of Driving Population	2.2.3-C.1.k	(1)
2.2	Number and Percent of Drivers in Accidents at Specified Alcohol Levels Compared with Control Group	2.2.3-C.2.e	(1)
2.2	BACs of Fatal Drivers and Probability of Accident	2.2.3-C.2.i	(1)
2.2	BAC $\geq$ .10 and Fatal Accidents	2.2.3-C.3.a	(1)

LIST OF TRANSPARENCIES (cont.)

Unit	Title	Topic	Number of Transparencies
2.2	BAC Differences Between Responsible and Non-Responsible Drivers	2.2.3-C.4.b	(1)
2.2	Fatal Accidents in California -- 1962-68	2.2.3-C.4.c	(1)
2.2	Fatal and Injury Accident Rates -- 1968	2.2.3-C.5.c	(1)
2.2	Probability of Involvement with DWI in Certain Point of Time	2.2.3-C.5.d	(1)
3.1	Alcohol Consumption	3.1.3-A.2.a	(1)
3.1	Alcohol Consumption and Driving	3.1.3-A.3.a	(1)
3.1	Comparing BAC to Drinks Required	3.1.3-A.5.a	(1)
3.1	Distribution of Drivers by BAC (see also 3.1.4-A.1.a)	3.1.3-B.2.g	(1)
3.1	Distribution of Drivers by BAC and Age Groups (see also 3.1.3-C.2.g)	3.1.4-A.1.a	(1)
3.1	BAC Distribution by Age of Driver Subgroups	3.1.4-A.1.b	(1)
3.1	Percent of Drivers on Road With Various BACs	3.1.5-A.2	(1)
3.1	Violation Estimates	3.1.5-B.1.a&b	(3)
3.1	Deterrence Factor in Alcohol Enforcement Patrol	3.1.6-A.1	(1)
3.2	Locations of Drinking	3.2.3-A.1	(1)
3.2	Locations of Drinking Drivers	3.2.3-B.2.c	(1)
3.2	Number of Persons with BACs at Specific Points of Time	3.2.4-A.2.d	(1)

LIST OF TRANSPARENCIES (cont.)

Unit	Title	Topic	Number of Transparencies
3.2	Percent of Drinking Drivers by Time of Night	3.2.4-A.2.e	(1)
4.1	Four Types of Detection Methods	4.1.4-A (#1)	(1)
4.1	DWI Enforcement Assumption	4.1.4-A (#2)	(1)
4.1	Surveillance Method in DWI Enforcement	4.1.4-A.1	(1)
4.1	Stopping Drivers for Non-Moving Violations	4.1.4-A.2	(1)
4.1	Contacting Drivers Involved in Accidents	4.1.4-A.3	(1)
4.1	Stopping Drivers for Road-side Checks	4.1.4-A.4	(1)
4.1	Four Detection Phases	4.1.5-B., 4.1.5-B.1, 4.1.5-B.2, 4.1.5-B.3, 4.1.5-B.4, 4.1.5-C.	(6)
4.1	Types of Clues by Detection Phase	4.1.5-D.	(1)
4.4	Detection Clues Related to Environment	4.4.3-A.	(1)
6.2	Decision Matrix on Accumulated Detection Clues	6.2.3-C.1	(1)
7.1	Detection Clue Decision Flow Chart	7.2.3-A.3	(1)
8.1	Enforcement Alternatives	8.1.1-A.	(1)
8.3	When to Advise of Miranda Rights	8.3.3-A.3.b	(1)
8.3	Miranda Rights	8.3.3-A.4	(1)
	TOTAL		61

APPENDIX C

LIST OF EVALUATION AIDS

STUDENT LABORATORY RESPONSE FORMS

Unit	Title	Situation	Topic
4.2	Types of Identification (Phase I) Detection Clues That Indicate DWI	1-10	4.2.3-
4.4	Relationship of Identification Detection Clues to Environment (STRESS)	11-21	4.4.3-
5.1	Types of Apprehension (Phase II -- Reinforcement) Clues That Indicate Drinking Driving	22-24	5.1.3-
5.1	Phase I and II Clue Combinations	25-29	5.1.4-
6.2	Determining Enforcement Action From Accumulated Detection Clues	33-48	6.2.3-
10.4	Psychophysical Testing and Enforcement Decisions	49-54	10.4.3-
12.1	Controlled Drinking Exercise		12.1.2-
14.1	Presenting Testimonial Evidence at Trial	Segment #8	14.1.2-
14.1	Defense Tactics in Court Testimony	Segments 9-11	14.1.3-

STUDENT EXAMINATIONS

1.2	Pre-Test Examination		1.2.1-
16.2	Post-Test Examination		16.1.2-

COURSE EVALUATION FORM

16.1	Course Evaluation		16.2.2-

☆ U. S. GOVERNMENT PRINTING OFFICE : 1974 559-292/1089